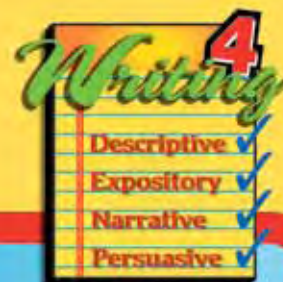


VISIT...

LANZAROTE
Caliente.COM



SADDLEBACK
EDUCATIONAL PUBLISHING



DESCRIPTIVE *Writing*

• *People*

• *Places*

• *Objects*

• *Events*

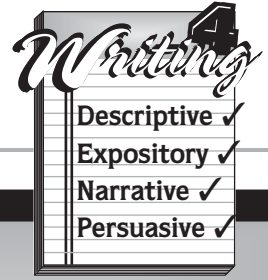
• *Impressions*

• *Specifications*





SADDLEBACK
EDUCATIONAL PUBLISHING



DESCRIPTIVE *Writing*

by EMILY HUTCHINSON



— *Writing*⁴ TITLES —

Descriptive Writing
Expository Writing
Narrative Writing
Persuasive Writing

Development and Production: Laurel Associates, Inc.
Cover Design: Image Quest, Inc.



Three Watson
Irvine, CA 92618-2767
Website: www.sdlback.com

Copyright © 2005 by Saddleback Educational Publishing. All rights reserved. No part of this book may be reproduced in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the publisher.

ISBN 1-56254-754-2

Printed in the United States of America

11 10 09 08 07 06 05 9 8 7 6 5 4 3 2 1

Contents

To the Student	4
LESSON 1: Using Vivid Nouns	6
LESSON 2: Using Vivid Verbs	8
LESSON 3: Using Vivid Adjectives	10
BASIC SKILLS PRACTICE: Developing an Outline	12
LESSON 4: Using Vivid Adverbs	14
LESSON 5: Eyewitness: Firefighter's Heroic Rescue	16
LESSON 6: Eyewitness: Fashion Show	18
BASIC SKILLS PRACTICE: Sentence Structure	20
LESSON 7: Eyewitness: Moon Landing	22
LESSON 8: Clothing of the Future	24
LESSON 9: Story Settings	26
BASIC SKILLS PRACTICE: Usage: Formal and Informal English	28
LESSON 10: Describing a Mood	30
LESSON 11: Thoughts of a Pet	32
LESSON 12: A Scary Place	34
BASIC SKILLS PRACTICE: Commas	36
LESSON 13: On Vacation	38
LESSON 14: Describing a Minor Event	40
LESSON 15: Catalog Products	42
BASIC SKILLS PRACTICE: Figurative Language	44
LESSON 16: Sales Brochure	46
LESSON 17: Sensory Descriptions	48
LESSON 18: Describing Seasons: Winter and Summer	50
BASIC SKILLS PRACTICE: Verb Voices	52
LESSON 19: Describing Seasons: Fall and Spring	54
LESSON 20: Armchair Travel: A Foreign City	56
LESSON 21: Fun with Hyperbole	58
BASIC SKILLS PRACTICE: The Writing Process: Developing Ideas	60
FINAL PROJECT: A Memorable Experience	62



To the Student



*How about it?
Can you count on your
writing skills to make
your meaning clear?*

*Check yourself out
by answering the
following questions!*

- Can you give other people easy-to-follow directions and explanations?

**EXAMPLES: how to tape a TV show
how a bill becomes law**

- Can you describe something clearly enough to create a vivid image in the minds of your audience?

**EXAMPLES: a dramatic thunderstorm
a movie star's mansion**

- Can you tell a story so well that your audience is fascinated from beginning to end?

**EXAMPLES: the history of baseball
the world's worst date**

- Can you usually persuade others to accept your opinion or take some kind of action?

**EXAMPLES: see a certain movie
register to vote**



Saddleback's WRITING 4 series will improve your written work—no matter what your purpose is for writing. If you make your best effort, the result will surprise you. You'll discover that putting words on paper isn't that much different from saying words out loud. The thought processes and grammatical structures are the same. Writing is just another form of expression; skill develops with practice!

Competent writers do better at school and at work. Keep that in mind as you work your way through these books. If you learn to write well, you're more likely to succeed in whatever you want to do!

*Are you ready to go for it?
Follow me—I'm off and running!*



Lesson 1 Using Vivid Nouns

Nouns are words that name persons, places, things, or events. Good writers choose nouns that are specific rather than general. The word *dog*, for example, does not give the reader an exact mental picture. A specific noun such as *whippet*, *greyhound*, *dalmatian*, or *cocker spaniel* would create a much more precise image.

A. Rewrite each sentence, replacing the underlined word with a more specific noun that creates a clearer picture.

1. Please pass the vegetables.

2. We went to a restaurant for dinner on Saturday.

3. After dinner, we split a dessert.

4. Patrick bought a new car.

5. Jean lives in a place with an ocean view.

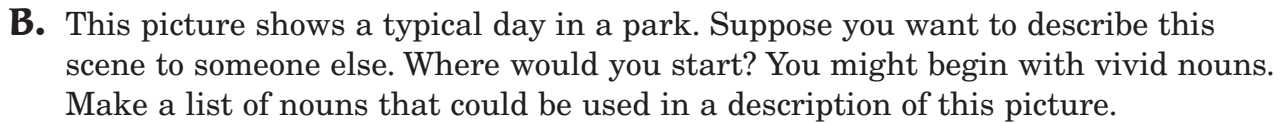
6. The game started at 3 o'clock.

7. We saw an interesting animal at the zoo.

8. Tom and Bob fished from a boat.

9. Gloria's pet is cute and friendly.

10. The machine made a lot of noise.



C. Now use some or all of the nouns you listed to write a description of the picture. Make sure your nouns are specific enough to help your reader visualize the scene.

DESCRIPTIVE WRITING—7

Lesson 2 Using Vivid Verbs

Good writers use strong, specific verbs to express action. Why? Precise verbs make it easier for the reader to imagine the action. Sometimes, strong verbs can give clues about a character's motivations or feelings. To see how a vivid verb can clarify meaning and bring a picture into focus, compare these two sentences:

The football team came onto the field for their final game.

The football team bolted onto the field for their final game.

Notice that the verb *bolted* gives the reader a sense of the players' determination. It also helps you imagine how emotionally charged up the team was.

A. Rewrite each of the following sentences, replacing the underlined word with a more vivid verb.

1. The couple moved on the dance floor.

2. Allan went out the front door.

3. Barbara got out of bed at 6 o'clock in the morning.

4. The child walked through the rain puddles.

5. The lioness looked for a meal for her family.

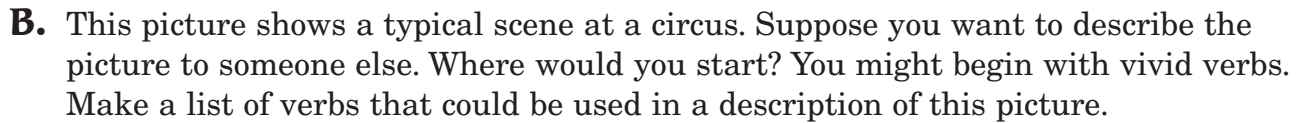
6. Chris drank a glass of ice water.

7. The fat cat slept by the fire.

8. All of a sudden, the police came in the door.

9. The out-of-control car went into the concrete wall.

10. The hungry man ate a sandwich.



C. Now use some or all of the verbs you listed in a written description of the picture. Make sure your verbs are specific enough to help your reader visualize the scene.

DESCRIPTIVE WRITING—9

Lesson 3 Using Vivid Adjectives

Adjectives are words that give more information about nouns or pronouns. Writers use adjectives to describe colors, shapes, and sizes as well as tastes, sounds, smells, and feelings. Read the two example sentences. Notice how adjectives help the reader visualize what is being described:

Isabel purchased a thick green blanket.

Myron served a hearty vegetable stew.

A. Read each sentence. First, circle all adjectives that describe colors, shapes, or sizes. Then rewrite each sentence, changing the adjectives to create a very different visual picture. The first one has been done for you.

1. Daria wore a shimmery pastel shawl.

Daria wore a tattered brown shawl.

2. Dennis painted a large red flower on the round canvas.

3. The bright blue butterfly hovered over the delicate white orchids.

4. Rocko is a tiny white puppy.

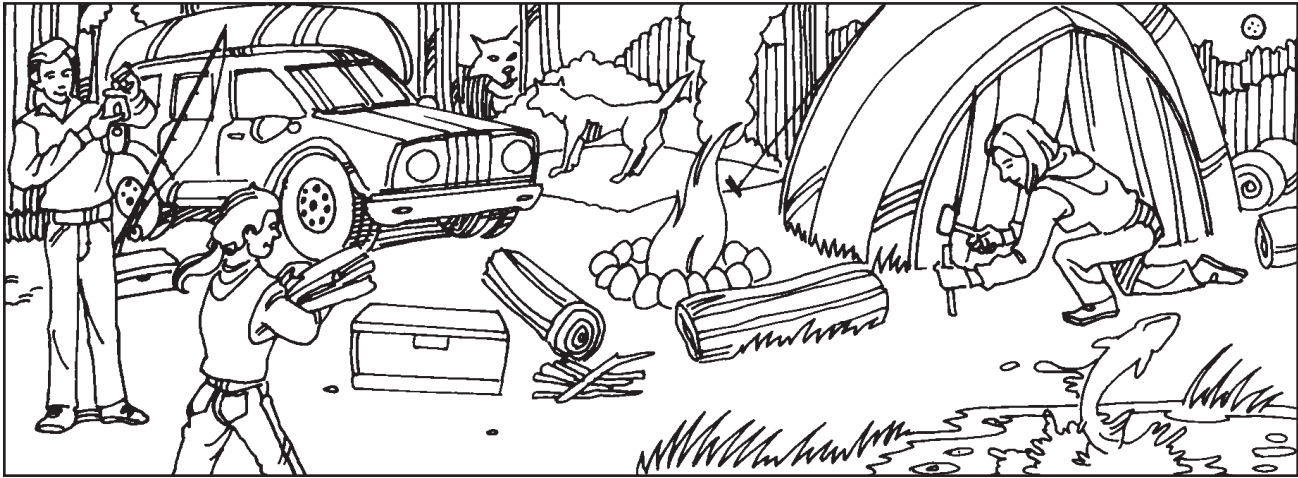
B. Read each sentence. First, circle all adjectives that describe sounds, tastes, smells, or feelings. Then rewrite each sentence, changing the adjectives to create a very different visual picture.

1. The noisy children played in the fragrant garden.

2. The hungry man wolfed down the spicy enchiladas.

3. Maria was too tired to enjoy the festive celebration.

4. A quiet hush fell over the mournful crowd.



- C.** This picture shows a typical scene at a campsite. Suppose you want to describe the picture to someone else. Where would you start? You might begin with vivid adjectives. Make a list of adjectives that could be used in a description of this picture.

- D.** Now use some or all of the adjectives you listed in a written description of the picture. Make sure your adjectives are specific enough to help your reader visualize the scene.

[illegible]

Developing an Outline

An *outline* is the framework for a planned composition. A writer creates an outline to plan and organize the major and minor points to be covered in the completed composition.

- A.** To show what you know about writing an outline, use words from the box to complete the sentences. Hint: You will *not* use all the words.

sketchy	detailed	write	rearrange	brief	type
review	structured	minor	separate	order	draft
details	sequence	plan	thoughts	topics	original

An outline is simply a _____. It helps you organize your _____ in the most effective _____. The better your outline, the easier it will be to write your first _____.

Outlines vary with the _____ of writing you are doing. An appropriate outline for a research project would be quite _____ and _____. For a one-page business letter, a fairly _____ and _____ outline will usually be adequate. But whether your outline is long or short, it will always set out the major _____ and the supporting _____ for each topic.

_____ your outline after you complete it. Be flexible. You may want to _____ the major sections or add something you didn't think of the first time around. Once you're satisfied that the major and _____ points are covered, you are ready to _____.

- B.** Write **T** or **F** to show whether each statement is *true* or *false*.

- _____ Details in an outline might sometimes be called *subtopics*.
- _____ The length of an outline should be tailored to the task at hand.
- _____ An outline topic may be a phrase rather than a complete sentence.
- _____ Each supporting detail must be a separate paragraph in your composition.

- C.** Suppose you've been assigned to write a three-paragraph composition. Use the items in the list to organize a topic outline. First, find the title and write it on the line. Next, pick out the three main topics. Then, fill in two subtopics for each main topic.

Arriving on time
Over the telephone
Hearing about jobs
from friends

Applying for the job
Creating the proper image
Newspaper classified ads
Letter of application

The interview
Part-time jobs
Finding a Job

- _____
- I. _____
- A. _____
- B. _____
- II. _____
- A. _____
- B. _____
- III. _____
- A. _____
- B. _____

- D.** Now write an outline for a three-paragraph paper on one of the following subjects:

Common Courtesy

Popular Music

Buying a Dog

- _____
- I. _____
- A. _____
- B. _____
- II. _____
- A. _____
- B. _____
- III. _____
- A. _____
- B. _____

Lesson 4 Using Vivid Adverbs

Adverbs are words that describe verbs, adjectives, and other adverbs. Writers use adverbs to describe actions and to tell *how*, *when*, or *why* something happened. Adverbs are also used to tell *how often* or *how much*. Read the three example sentences. Notice how adverbs help the reader visualize what is being described.

The waves crashed loudly on the shore.

Dina walks on the beach late in the afternoon.

The canary sang sweetly.

A. Read each sentence. First, circle the adverbs that tell how, when, or why. Then rewrite each sentence, changing the adverbs to create a very different visual picture or meaning.

1. Jean gracefully skated across the ice.

2. Afterwards, we all enjoyed a cup of cocoa.

3. Breathlessly, Mona arrived at the station five minutes late.

4. Jeff was broke; consequently, he could not join the club.

B. Read each sentence. First, circle the adverbs that describe sounds, tastes, smells, and feelings. Then rewrite each sentence, changing the adverbs to create a very different visual picture.

1. Patrick writes checks biweekly to pay his bills.

2. Amber is extremely patient with her little sister.

3. Dennis hardly recognized his old friend.

4. Roxy performed her dance routine skillfully.



- C.** This picture shows a scene from the Old West. Suppose you want to describe this picture to someone else. Where would you start? You might begin with vivid adverbs. Make a list of adverbs that could be used in a description of this picture.

- D.** Now use some or all of the adverbs you listed in a written description of the picture. Make sure your adverbs are specific enough to help your reader visualize the scene.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Lesson 5

Eyewitness: Firefighter's Heroic Rescue

An *eyewitness report* often includes descriptive details that paint a clear picture of the experience. Someone who was *not* present at the scene couldn't provide as many accurate details. That's why reporters like to interview eyewitnesses. No other source can be so reliable.



A. Suppose you were present when a firefighter performed a heroic rescue. What might you have seen, heard, and smelled that day? Now put yourself in the place of the following characters. Write two sentences that each one might have said about the rescue.

1. a child rescued after being trapped in a smoke-filled room

2. the firefighter who dashed into a burning building and made the rescue

3. a neighbor who called the fire department

4. the parent of a rescued child

- How did the smoke look and smell?
- What kinds of expressions did you see on people's faces?
- What sounds were made by the fire, the fire truck, the firefighters, the other witnesses, and the victims?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 6

Eyewitness: Fashion Show

Have you ever been to a fashion show? Perhaps it was a fundraiser for a local charity or a show put on by a department store to promote a certain line of clothing. The rich and famous preview elegant new styles at *haute couture* shows in Europe and New York. Certain elements are present in all shows. There are always models wearing various styles of clothing, an announcer describing the clothing, and, usually, an opportunity to buy the clothing.



A. Read the following descriptions of fashion shows. Then write two sentences that you might include in an eyewitness report about it.

1. a fashion show put on by students in a sewing class

2. a show whose purpose is to sell prom wear

3. a bridal fashion show

4. a famous designer's high-style show in New York City or Milan, Italy

- What kind of clothing styles did you see?
- What unusual fabrics or colors were used?
- How would you describe the models' looks and attitudes?
- What outfit did you like best? Explain what you liked about it.
- Who was in the audience? Did they seem to appreciate the clothes?
- What kind of music accompanied the show?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sentence Structure

Sentences that are varied in length, structure, and word order add interest and emphasis to writing. Study these examples of different sentence structures.

A **simple sentence** consists of one independent clause and no additional clauses.



We went out for pizza.

A **compound sentence** consists of two or more independent, or main, clauses.



We went out for pizza and they watched a movie.

A **complex sentence** consists of one independent clause and one or more dependent, or subordinate, clauses.



Before we went out for pizza, we finished our homework.

A **compound-complex** sentence consists of at least two independent clauses and one or more dependent clauses.



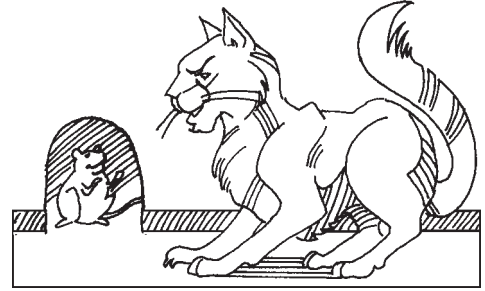
We went out for pizza and they watched a movie as heavy rain pelted the city streets.

A. Write **T** or **F** to show whether each statement is *true* or *false*.

1. ____ All clauses contain both a subject and a verb.
2. ____ A main clause is also called a subordinate clause.
3. ____ A main clause can stand alone as a sentence.
4. ____ *While the sun was shining* is an independent clause.
5. ____ A clause may also be called a phrase.
6. ____ *Scissors cut paper* is an independent clause.
7. ____ *Ray swam laps and Greg did stretching exercises while the coach was on the telephone* is a compound-complex sentence.
8. ____ *Weightlifting builds strength, but aerobic exercise results in more complete conditioning* is a complex sentence.
9. ____ *Fifty young soldiers, sailors, and marines marched in the big parade* is a compound-complex sentence.
10. ____ *The title of my favorite movie* is a dependent clause because it lacks a subject.

B. Use any of the four sentence structures to combine each group of sentences into one. Then name the sentence structure you used.

1. *The cat was chasing the mouse. The mouse ran into a hole in the wall. The cat was frustrated.*



 _____ **STRUCTURE:** _____

2. *The telephone rang. Bill answered it. The caller was his girlfriend.*

 _____ **STRUCTURE:** _____

3. *Nicole and Brad plan their vacation. They decide to visit Japan. They will go in April.*

 _____ **STRUCTURE:** _____

4. *The store was very crowded. One customer was irate. She'd been waiting in line for 20 minutes.*

 _____ **STRUCTURE:** _____

C. Now write an example sentence of your own to illustrate each structure.

1. **1. SIMPLE SENTENCE:** _____

2. **2. COMPOUND SENTENCE:** _____

3. **3. COMPLEX SENTENCE:** _____

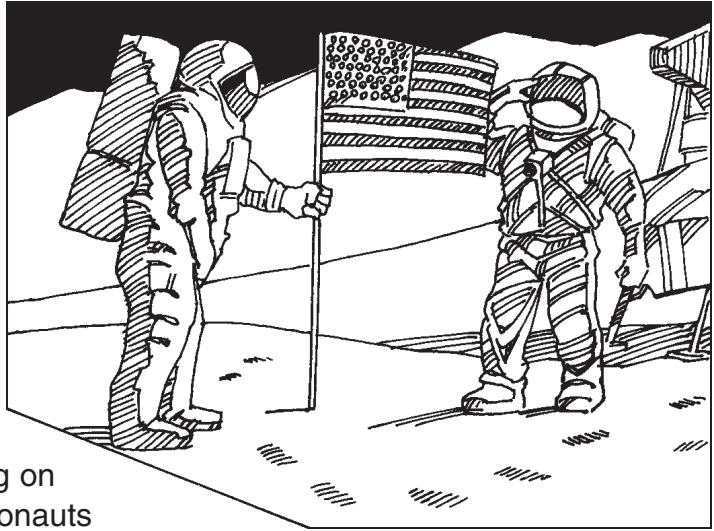
4. **4. COMPOUND-COMPLEX SENTENCE:** _____

Lesson 7

Eyewitness: Moon Landing

What would it be like to visit the moon? Eyewitnesses to moon landings have described their experience. But you can use your imagination to envision it for yourself. Pictures sent back from the moon can help you fill in details. Recordings of astronauts' voices from outer space can help spark your imagination as well.

As you imagine a moon landing, you might wish to add an element of science fiction: What if some creatures were living on the moon? How would they view the astronauts who had landed on the surface of their world?



What unusual sights would you see on the moon? What would your hopes and fears be?

A. Think about those questions as you describe a moon landing from each of the following points of view.

1. the astronaut who steps out of the landing module

2. the astronaut who places a flag on the moon's surface

3. a creature who lives on the moon

4. a scientist back on Earth who worked on the project



5. an astronaut's spouse, watching the moon landing on a TV monitor

6. a tourist who was brought along for the historic ride

- B.** Now, choose one of the characters described in Part A, or make up a different character. Write an eyewitness account of the moon landing from that character's point of view. Describe the event from beginning to end. Answer questions like these:

- What is your mood as you observe the event? Are you frightened, excited, proud?

- What sounds can you hear?

- What does the moon look like from the surface?

- What does the Earth look like from the moon?

- What does it feel like to be nearly weightless?

- Were any unexpected difficulties encountered during the trip?

Lesson 8 Clothing of the Future

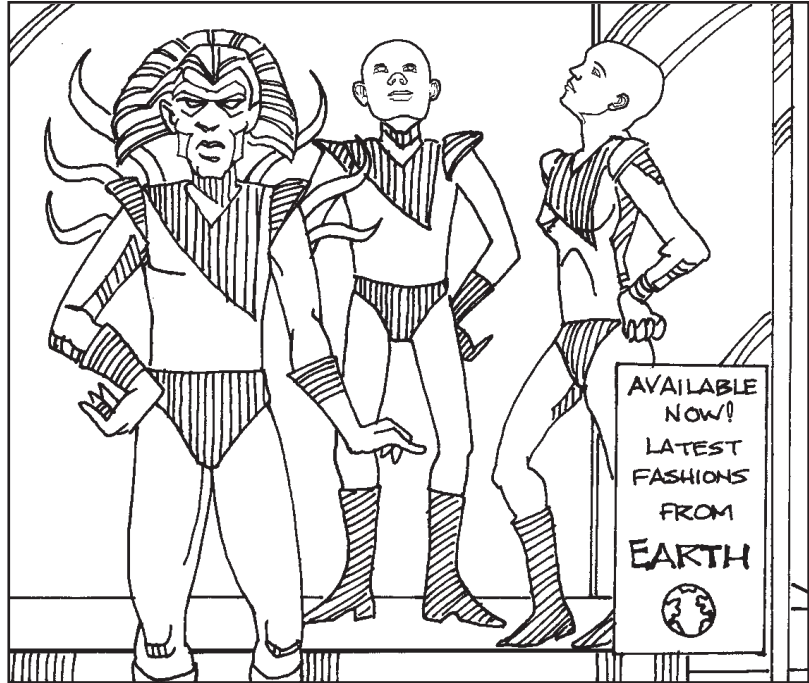
One thing you can say about clothing fashion is this: It changes! Take a look at fashions from other centuries, even other decades, and you'll see quite a difference. The clothing your grandparents wore when they were young was not a bit like what you're wearing now. And you can be sure that your own grandchildren's fashions will be different, too!

Designers aren't responsible for all changes in clothing styles. Cultural attitudes and available materials also have an influence. For example, winter clothing is much more lightweight now than it was in the past. Why? New and improved fabrics have been developed that keep us warm with less bulk.

- A. With a little imagination, you can visualize fashions of the future. Compare them to past and present fashion by completing this chart. Consider style, fabric, and function. As an example, the first one has been *started* for you.

	PAST	PRESENT	FUTURE
SCHOOL CLOTHES	knee-length skirts in hard-to-clean fabrics	above-the-knee skirts in washable fabrics	skirts of any length in wear-once-and-throw- away fabrics
SHOES			
RUNNING GEAR			
SWIM WEAR			
EVENING WEAR			

On a separate piece of paper, make an illustration of the clothing you describe.



Lesson 9 Story Settings

A story's *setting* is its time and place. Setting is a very important story element, for the plot and characters are often driven by it. Setting influences the cultural values of the characters as well as how those characters might behave within their culture. It can also determine what trials the characters might have to overcome.

For example, compare a character in medieval England with a character in modern America. Who would be more adversely affected by an infected tooth, a cold winter, or a meager harvest? Obviously, such trials would be harder in medieval times. When you write a story, you must keep the setting in mind. Characters and plot events must synchronize with the setting.



A. Consider each setting. Then write a few sentences describing what action each of the following characters might take next.

1. Caleb, who lives in New York in 2005, wants to meet his friend Sally for lunch. How will he explain to her where to meet, what transportation to take, and what they will eat?

2. It's 1860. Abby is a slave who lives on a plantation in the state of Georgia. Along with a small group of other slaves, she wants to escape. How will group members discuss where to meet, how they will travel, and what they will eat?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Usage: Formal and Informal English

Just as your choice of clothing varies depending on the situation, so can your speech and writing. Depending on your audience and purpose, you decide whether to use informal English or formal English. What is the difference? The everyday language you use when speaking is informal English. In informal writing, you can use contractions and slang, although you must still follow the standard rules of grammar, spelling, and punctuation. Informal English is appropriate for writing dialogue, stories, personal essays, poems, letters to friends, and journal entries. Here is an example of informal English:

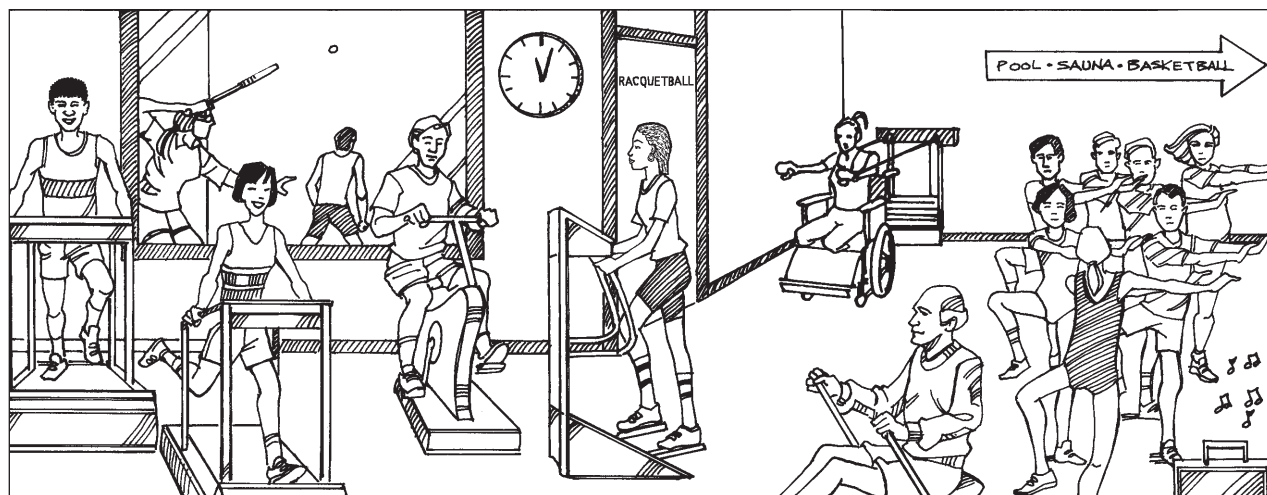
I've never seen fans so crazy about their team. They couldn't sit still! It was fun to see them all psyched up about every play.

Formal English is best used for serious purposes. These include essays, newspaper articles, formal reports, letters of application, speeches, and most school assignments. Here is an example of formal English:

The first time a hot-air balloon took to the air with passengers was in 1783. The Montgolfier brothers, its inventors, sent a sheep, a rooster, and a duck into the sky over Versailles for eight minutes.

A. Read each of these passages. Write *formal English* or *informal English* to identify its style.

1. _____ Two dishes the Japanese prepare using raw fish are sushi and sashimi.
2. _____ Todd gets grossed out at the idea of eating raw fish.
3. _____ To make sushi, small pieces of raw fish are wrapped up with rice in dried seaweed.
4. _____ Sashimi is made from thin slivers of raw fish. I'd rather eat sashimi than sushi any day.
5. _____ Soy sauce and wasabi, a type of Japanese horseradish, are the usual accompaniments to sushi and sashimi.
6. _____ I tried wasabi once and, boy, was I sorry!
7. _____ Wasabi is a *very* hot condiment.
8. _____ The hostess led the young couple to their seats at the sushi bar.



- B.** This picture shows a typical scene in a gym. The scene can be described in formal or informal English. Write three sentences in informal English to describe what is happening. Then, write three sentences in formal English to describe the same thing.

INFORMAL ENGLISH:

1. _____
2. _____
3. _____

FORMAL ENGLISH:

1. _____
2. _____
3. _____

- C.** Now, describe what you like to do for exercise. Imagine two different audiences: a friend and a doctor. Use appropriate language for each situation.

TO A FRIEND:

TO A DOCTOR:

Lesson 10 Describing a Mood

We express our moods—feelings—in many ways, including body language, facial expressions, and sounds. When describing someone's mood, a good writer describes the way that person looks or acts. In other words, a good writer *shows* the reader how the person feels rather than simply *telling* how the person feels. Notice the difference:

Telling about a mood: Julie was delighted.

Showing a mood: A smile slowly formed on Julie's face as she opened the brightly wrapped package and saw a new party dress. When she tried it on, her eyes sparkled with delight.



A. Improve on each of these descriptions by *showing* how the person looked or behaved. Write two sentences for each item.

1. Dave was frightened.

2. Carla was nervous.

3. Caleb felt ill.

4. Jerome was joyful.

5. Diane felt embarrassed.

6. Phyllis was enthusiastic.



- B.** Choose three of the moods listed in the box. Write a paragraph for each one, describing how someone expressed that mood.

proud	unhappy	playful	excited	hungry	stingy
lonely	neglected	suspicious	curious	unsure	playful
bored	flirtatious	apprehensive	generous	gloomy	fearful

MOOD: _____

DESCRIPTION: _____

MOOD: _____

DESCRIPTION: _____

MOOD: _____

DESCRIPTION: _____



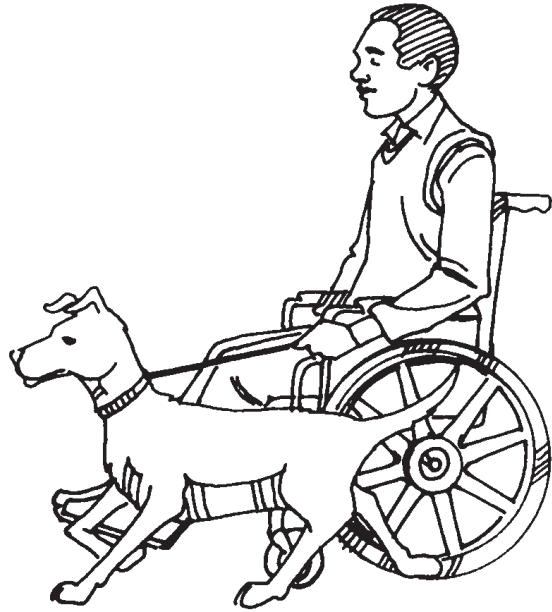
Thoughts of a Pet

Pets depend on their owners for all the necessities of life—food, shelter, health care, hygiene, and companionship. Imagine getting into the mind of a pet to find out its thoughts. It would be interesting to know what a pet thinks of its owner.

Do dogs really worship and adore the humans who take care of them?

Are cats really as aloof as they seem?

What probably goes through the minds of our other pets, such as reptiles, birds, and fish?



A. To loosen up your imagination, envision yourself in each animal's place. What would you be thinking? Write your thoughts on the lines.

1. A dog notices that his food bowl is still empty when it's an hour past his usual feeding time.

2. A cat is having her coat brushed by her owner.

3. A new bird has just been added to a large cage crowded with other birds.

4. A turtle is picked up and carried away by the toddler in the house.

5. A rabbit is munching on a carrot provided by his owner.

-

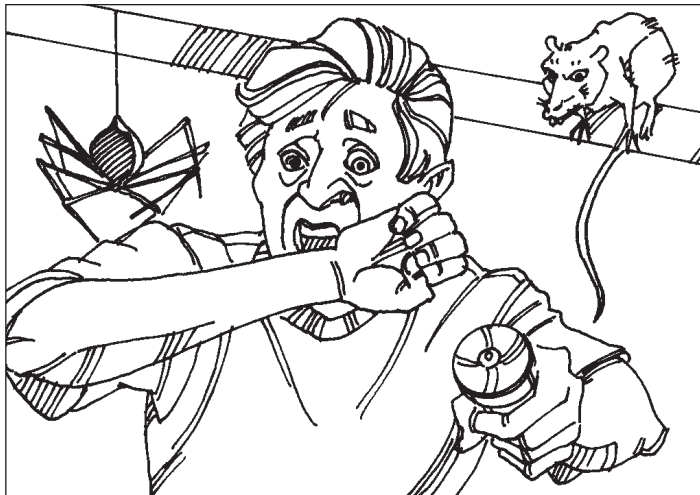
-

-

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 12 A Scary Place

What is the scariest place you can imagine? For some people, it might be a neglected house that seems haunted by its former residents. For others, it might be a dark basement, covered with cobwebs and possibly harboring rats and spiders. Think about it. What kinds of sights and sounds seem especially scary to *you*?



A. Describe each of the following places in a way that will scare your reader.

1. a very old, broken-down cottage: _____

2. a cemetery at night: _____

3. a dark attic or basement: _____

4. a military battlefield: _____

5. in the path of a hurricane: _____

B. Choose one of the places you described in Part A, or one of the places listed in this box. Imagine that you had a very frightening experience there. Write a detailed description of what happened, how you managed to deal with it, and what you learned.

on a stage when you have stage fright

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Commas

Writers use punctuation (commas, periods, question marks, etc.) to clarify the meaning of their sentences. A comma (,), for example, indicates a pause that is shorter than the pause at the end of a sentence.

The comma is versatile; no other punctuation mark has so many uses. But by the same token, the majority of punctuation errors involve the comma.

Commas are properly used to:

- **set off introductory words, phrases, and clauses.**

First, we must save some money.

By working very hard, we finished the job.

If what we hear is true, the concert will be canceled.

- **separate words, phrases, and clauses in a series.**

Did you buy apples, bananas, and oranges?

She raced into the house, ran upstairs, and took a fast shower.

I came, I saw, I conquered.

- **separate the individual items in dates and addresses.**

Lou graduated on June 10, 2002.

*The Lorcas live at 21 Park Street,
Mountain View, California.*

A. Add necessary commas to the following sentences.

1. To be certain of being heard Hal shouted out the answer.
2. Nonetheless everyone's attendance will be required.
3. Before moving to Seattle Jason bought an umbrella a raincoat and some heavy rubber boots.
4. Sam peeled the potatoes Roger sliced the onions and Earl chopped the carrots.
5. Having studied into the wee hours Kerry was almost too tired to take the test.
6. No later than April 15 2004 you must pay your income tax.
7. Suddenly the coach sent Spencer Anthony and Floyd into the game.
8. At your earliest opportunity tell the principal about the problem you've been having.



The comma is also used to:

- **separate two or more coordinate (equally forceful) adjectives before a noun.**

a long, sleek, black limousine

a skinny, dirty, lost dog

- **set off interrupting words or phrases from the rest of the sentence.**

*Mrs. Green, carrying a bouquet of roses,
greeted her mother at the airport.*

*Michael Jordan, a great athlete, played
basketball for the Chicago Bulls.*

- **set off the designation of the speaker in direct quotations.**

"Be sure," he advised, "to come home early."

Virginia cried, "You can't make me do it!"

B. Add necessary commas to the following sentences.

1. I said "Come over here Julie and meet my new friend."
2. If you want to visit the Louvre one of the world's finest museums you must go to Paris France.
3. Drinking alcohol the cause of most auto accidents can easily become addictive.
4. "Rosemary" he replied "is my beautiful younger sister."
5. Ernie's old car on the other hand is not worth the cost of repair.

C. Write original, example sentences using commas as indicated.

1. **TO SET OFF THE DESIGNATION OF THE SPEAKER IN A DIRECT QUOTATION:** _____

2. **TO SEPARATE TWO OR MORE COORDINATE ADJECTIVES BEFORE A NOUN:** _____

3. **TO SET OFF INTERRUPTING WORDS OR PHRASES FROM THE REST OF THE SENTENCE:** _____

4. **TO SEPARATE WORDS, PHRASES, OR CLAUSES IN A SERIES:** _____

Lesson 13 On Vacation

A vacation is always a welcome change of pace. It doesn't matter if you go on a trip or stick close to home. The main thing is that you get away from your regular routine and do something new.

A. Imagine a dream vacation. It might be one you've actually taken or one you've only dreamed about. Answer these questions about it.

1. Where did you go?

2. Who went with you?

3. Where did you stay?

4. What did you do?

5. What new things did you eat?

6. What museums or other points of interest did you visit?

7. What did you buy or wish you could buy?

8. What advice would you give to someone who wanted to go there?

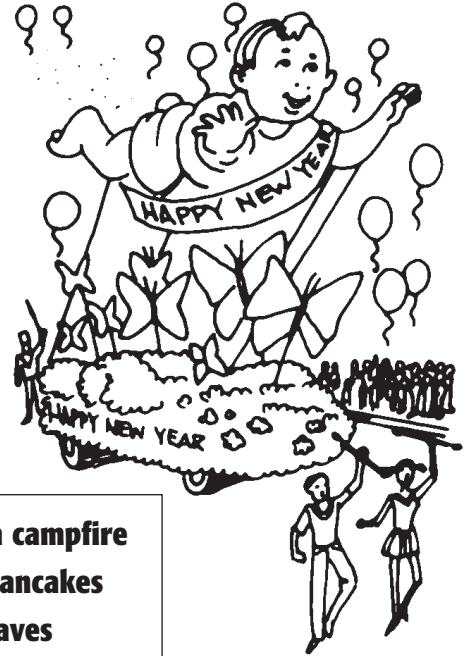
9. What was the highlight of your trip?

Lesson 14 Describing a Minor Event

Some events, like a parade on New Year's Day, can be considered major. Other events, the ordinary ones that make up most of our days, can be considered minor. In fact, even major events are made up of a series of minor events. The New Year's Day parade, for example, is preceded by the decorating of floats, the making of costumes, and the application of makeup.

A. Use your skill in descriptive writing to describe a minor event. Choose from the list of minor events in the box, or think of one of your own.

a sunrise	building a snowman	starting a campfire
a rainstorm	roasting marshmallows	making pancakes
washing a car	riding a bike in the park	raking leaves



Write your choice of minor events here: _____

Before you begin writing, answer the following questions about your chosen event:

1. What happens at the beginning of the minor event?

2. What sights are associated with this event?

3. What sounds might you hear as the event is occurring?

4. What smells might accompany the event?

5. What tastes might go along with the event?

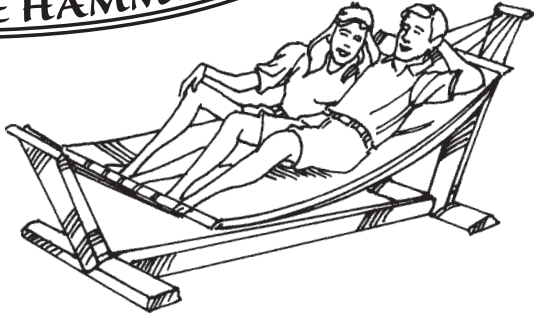
- Did I use vivid nouns, verbs, adjectives, and adverbs?
- Did I use a variety of sentence structures?
- Did I include a topic sentence, detail sentences, and a concluding sentence?
- Will my reader be able to envision the minor event based on my description?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 15 Catalog Products

You can buy just about anything from a catalog. From furniture to vitamins, from baby clothes to kitchen supplies, from books to flower bulbs—the list is endless. In a catalog, the text is just as important as the pictures. The written descriptions of the products give the consumer the information he or she needs to make a decision. Think about the catalogs you have read. What kind of information were you looking for? Most likely, you wanted details about the products, such as sizes, dimensions, and prices.

Here is an example of a catalog entry:



OVERSIZED ROPE HAMMOCK

This is the sturdiest, most durable, and best-made hammock available. Unlike ordinary hammocks, it is handwoven instead of knotted. Only the highest-grade, softest cotton twill rope is used. In fact, this hammock contains twice as much rope as most. The two-person hammock uses a full 1,100 feet of rope. Handcrafted seasoned oak supports provide maximum stability. Hooks and chains are provided with instructions for hanging.

TWO-PERSON HAMMOCK. 5' W x 7' L.
Overall 13½' L. 26300C\$499.95

REGULAR-SIZE HAMMOCK: 4' W x 6½' L.
Overall 12' L. 26302C\$429.95

A. Catalog writers have two purposes: to give the buyer essential information and to sell the product. Imagine that you are a catalog writer. What information would be most important to include in a catalog entry for each of the following products?

1. a laptop computer: _____

2. a treadmill: _____

3. a hairdryer: _____

4. a table lamp: _____

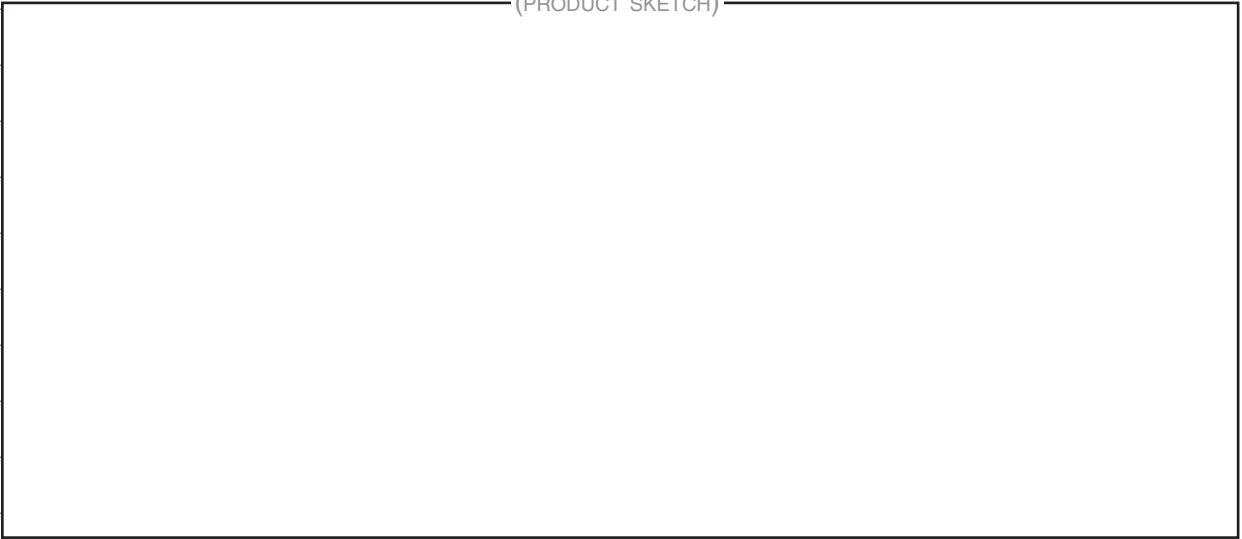
5. a rocking horse: _____



- B.** Write a complete catalog entry for one of the products listed in Part A, or choose a product of your own. As you write, remember that you are trying to sell the product as well as give accurate information about it. Include a sketch of the product you are describing.

(NAME OF PRODUCT)

(PRODUCT SKETCH)



Figurative Language

In *figurative language*, the words used are not meant to be taken literally. Usually, figurative language states or implies a comparison of two unlike things. Using some figurative language is a good way to make your writing more colorful and interesting. Here are the four most common kinds of figurative language:

DEFINITION:

A **simile** directly states a comparison between two unlike things, using the word *like* or *as*.

Personification applies human qualities of behavior to nonhuman things.

A **metaphor** implies a comparison between two unlike things by equating one with the other.

Hyperbole uses exaggeration.

EXAMPLE:

↔ The sunlight sparkled *like diamonds* on the cool blue lake.

↔ The sparkling lake *danced to the song of the wind*.

↔ The sunlight *was a sparkling diamond* on the cool blue lake.

↔ *A million points of light* sparkled on the lake.

A. Identify the type of figurative language that is used in each of the following sentences.

1. _____ Melissa gained a ton of weight over the holidays.
2. _____ The well-oiled motor hummed happily along.
3. _____ The snow covered the ground like a warm comforter.
4. _____ The waves murmured sleepily.
5. _____ Sylvia runs like a gazelle.
6. _____ The young soldier fired the shot heard 'round the world.
7. _____ Dave's greeting was music to Susan's ears.
8. _____ The mirror had been Angela's friend up until now.
9. _____ Our friendship is as comfortable as an old bathrobe.
10. _____ Danielle was a rose among the thorns of Fred's acquaintances.
11. _____ I cried a river over you.
12. _____ The autumn of Jim's life began with his sixtieth birthday.

B. As directed, write examples of **similes**, **metaphors**, **personifications**, and **hyperboles** for each of the 12 items below.

SIMILE

1. a waterfall

2. a baby's cry

3. a ticking clock

PERSONIFICATION

7. a tree

8. a cat

9. a chair

METAPHOR

4. a friendship

5. someone's eyes

6. a house

HYPERBOLE

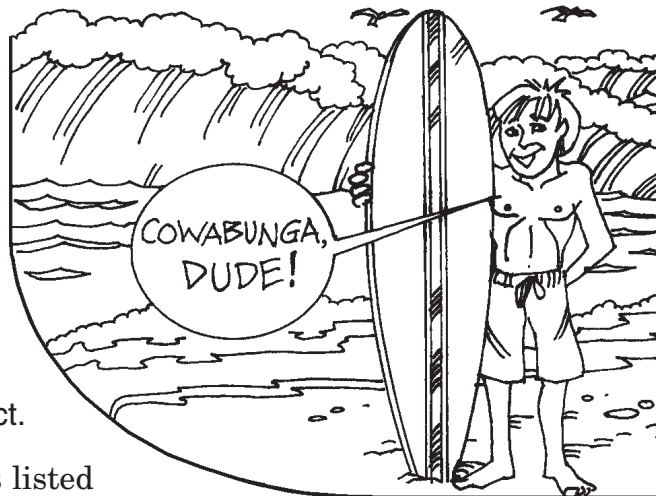
10. speed

11. cost

12. food

Lesson 16 Sales Brochure

The purpose of a sales brochure is, of course, to sell a product or a service. Unlike a catalog, the description is very detailed. For example, a sales brochure about a housing development might include floor plans and descriptions of luxurious extras. It might also include a blurb about the builder and information about the neighborhood. Some brochures even feature quotations from happy customers who are satisfied with the product.



- A.** Choose one of the products or services listed in the box, or make up one of your own. Then jot down some ideas for information you might include in a sales brochure for that item.

a skateboard
an automobile

a backpack
a surfboard

spa services
a cell phone

building blocks for toddlers
software for a computer game

1. Name and describe the product or service.

2. Tell something about the company that manufactures the product or provides the service.

3. Tell why this product or service is better than those offered by competitors.

4. Tell the customer how he or she can pay for the product or service. For example, do you accept credit cards? Do you have easy-payment plans?

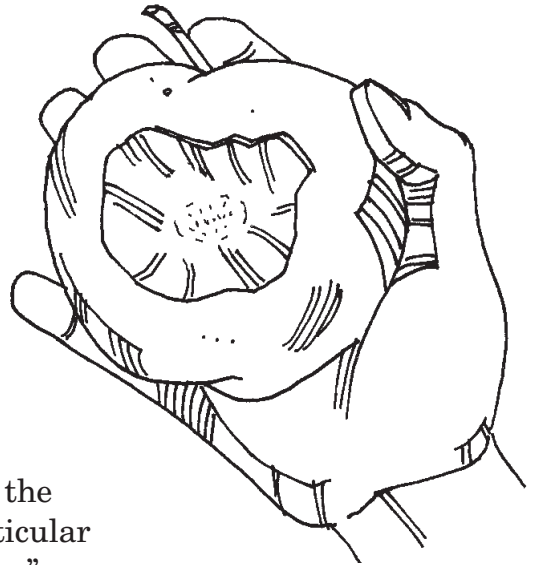
5. What have some satisfied customers said about the product or service?

COPY FOR FRONT OF BROCHURE:

[illegible][illegible]

Lesson 17 Sensory Descriptions

It may be impossible to write descriptively without appealing to at least one of the senses. Many things, in fact, can be described in terms of more than one sense. For example, you can appreciate an apple with all five senses. You can see that it is red or shiny or round. You can hear a crisp, crunching sound as you bite into it. You can taste a juicy sweetness or tartness. You can also smell the apple, and touch it to feel its smooth surface.



- A.** Complete the chart with words that appeal to the senses. A few have been done for you. If a particular sense is *not* used in any given case, write “none.”

	SIGHT	HEARING	SMELL	TASTE	TOUCH
fire		<i>crackling</i>			
orchids			<i>sweet</i>		
fish					
computer					
rainbow	<i>colorful</i>				
ocean				<i>salty</i>	
forest					
snow					<i>cold</i>
wind					

1. Have I used language that helps the reader imagine seeing, hearing, tasting, smelling, or touching the item?
2. Have I used appropriate transition words to make my sentences flow well?
3. Have I spelled all the words correctly?
4. Are my sentences punctuated correctly?
5. Have I corrected any mistakes in grammar?
6. Have I used a variety of sentence types? That is, do I have a pleasing variety of simple, compound, and complex sentences?

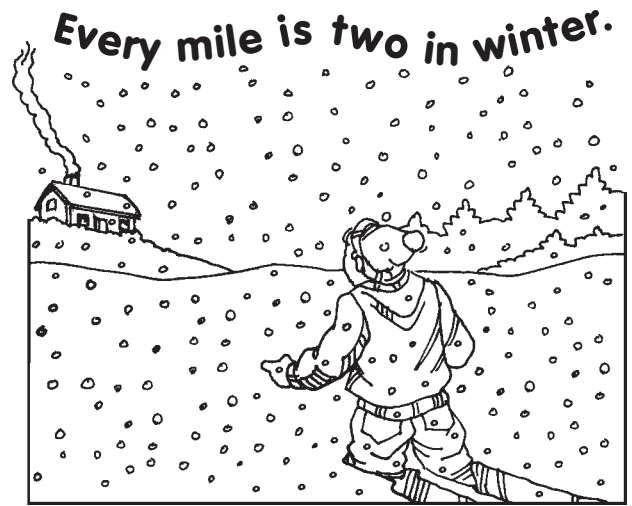
[illegible]



Describing Seasons: Winter and Summer

Some seasonal changes occur everywhere. These changes might be quite dramatic—with triple-digit temperatures in the summer and deep snow in the winter. If you live in a more temperate climate, the changes may be subtle—with only slight variations in temperature or a bit more rain.

A. Think about winter and summer in an area you know well. Write a brief description of each of the following aspects of the seasons.



1. winter weather: _____

2. summer weather: _____

3. plant life in the winter: _____

4. plant life in the summer: _____

5. animal behavior in the winter: _____

6. animal behavior in the summer: _____

7. clothes you wear in the winter: _____

8. clothes you wear in the summer: _____

9. your winter activities: _____

10. your summer activities: _____

1. Is my paragraph mechanically correct (spelling, grammar, punctuation)?
2. Did I use vivid nouns, verbs, adjectives, and adverbs?
3. Did I vary the lengths and types (simple, compound, complex) of my sentences?
4. Are there any places where I can improve the flow of my paragraph by adding transitional words and phrases?

[illegible]

Verb Voices

English verbs have two voices: *active* and *passive*.

- When the subject *performs* the action, the verb is in the **active voice**.

*Brandon washes
the window.*

*Mia drew a
picture.*

*The gardener
mows the grass.*

The active voice is direct and forceful.

- When the subject *receives* the action, the verb is in the **passive voice**.

*The window is washed
by Brandon.*

*A picture was drawn
by Mia.*

*The grass is mowed
by the gardener.*

The passive voice can make sentences confusing and unnecessarily wordy.
Avoid using the passive voice, except:

- when the performer of the action is **unknown or better left unidentified**.

*The crime was reported by
an anonymous caller.*

- when you want to emphasize the receiver **rather than the performer of the action**.

An unfortunate error was made.

A. Write **A** or **P** to show whether each item below is in the *active* or *passive* voice.

1. ____ I included pictures.
2. ____ Pictures are included.
3. ____ They will set the date.
4. ____ The date will be set.
5. ____ The team is coached by her.
6. ____ She coaches the team.
7. ____ Comfort was offered by Eli.
8. ____ Eli offered comfort.

B. Study the example sentences. Then write **T** or **F** to show whether each statement below is *true* or *false*.

1. ____ Active verbs occur in a subject-verb-object pattern.
2. ____ The use of passive verbs is technically correct.
3. ____ If you don't want to reveal who did something, use an active-voice verb.
4. ____ Passive-voice verbs usually make sentence meaning more accessible and immediate.

- C.** First, write **A** or **P** to identify the verb in each sentence as *active* or *passive*. Then rewrite the sentences, making the active voice passive or the passive voice active. The first one has been done for you.

1. P Thousands of packages are received by people every day.

People receive thousands of packages every day.

2. _____ Abraham Lincoln called the fallen soldier a great patriot.

3. _____ The doors are closed five minutes after class begins.

4. _____ The lost watch was returned by the man who found it.

5. _____ The committee carefully considered your complaint.

6. _____ Some personality traits are easily observed by psychologists.

7. _____ Great benefits are offered to employees by that furniture company.

8. _____ The superintendent hired the principal of our school.

Lesson 19



Describing Seasons: Fall and Spring

Fall and spring are transitional seasons. They bridge the gap between more extreme seasons. But a colder snap in the air isn't the only way to tell fall from spring. To write an interesting description, you will have to include information about many aspects of the season.

- A.** Think about fall and spring in an area you know well. Write a brief description of each of the following aspects of the seasons.

April showers bring May flowers.



1. fall weather: _____

2. spring weather: _____

3. plant life in the fall: _____

4. plant life in the spring: _____

5. animal behavior in the fall: _____

6. animal behavior in the spring: _____

7. fall clothes: _____

8. spring clothes: _____

9. favorite fall activities: _____

10. favorite spring activities: _____

1. Mechanics: Are spelling, grammar, and punctuation correct?
2. Word choice: Are nouns, verbs, adjectives, and adverbs vivid?
3. Sentence variety: Did I vary my sentence types and lengths?
4. Transitions: Did I use effective transitional words and phrases?

[illegible]

A. Study these facts about Paris, France. Circle five key details that, in your judgment, would give your readers the most enjoyable “armchair travel” experience. Then write your descriptive paragraph on the lines below.

- [illegible]

[illegible][illegible]

Lesson 21



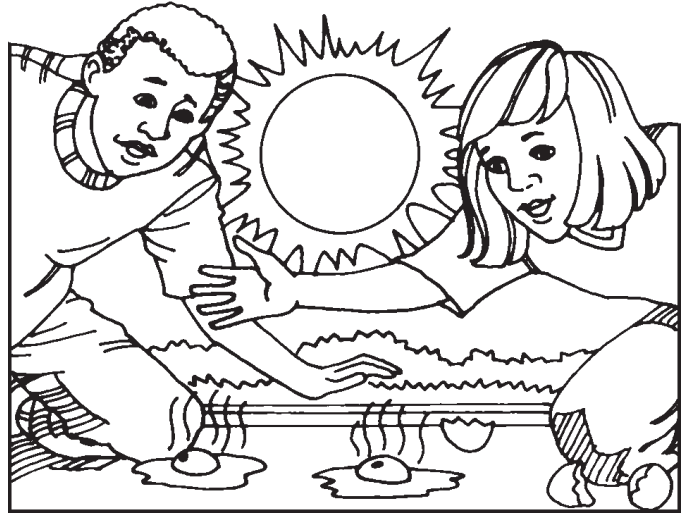
Fun with Hyperbole

Hyperbole, or extreme exaggeration, is often used for humorous effect. Let's have some fun with hyperbole!

- A.** Complete each of the following sentences with an image that is highly unlikely in real life but is very funny to think about.

EXAMPLE:

The sun was so hot that we could fry eggs on the sidewalk.



1. It was so cold that _____.
2. The wind was so strong that _____.
3. That family is so big that _____.
4. The traffic was so bad that _____.
5. He ate so much that _____.
6. We danced so fast that _____.
7. Her cookies are so delicious that _____.
8. The book is so interesting that _____.
9. The lake was so deep that _____.
10. That child is so smart that _____.
11. I studied so hard that _____.
12. The carpet was so thick that _____.
13. The music was so loud that _____.
14. It rained so hard that _____.
15. She is so tall that _____.
16. He is so sensitive that _____.
17. She cried so much that _____.
18. He laughed so hard that _____.



B. Write a paragraph describing each of the following situations, using hyperbole for humorous effect.

1. A woman starts knitting a muffler for herself, but she doesn't quite know when to stop.

2. A man adds too much yeast to a bread recipe.

3. A woman puts too much detergent in the washing machine.

C. Now use hyperbole to develop an idea of your own. Write your paragraph on the lines below.

The Writing Process: Developing Ideas

Do you want to keep your readers interested in your ideas? Of course you do! How can you achieve your goal? First, develop your ideas so clearly that they're easy to understand. This always involves supplying specific details, examples, or reasons. Often it also means choosing a method of development that works well with your topic. The box below contains several good methods of development.

- ✓ **Time:** describing events or steps in the order of their occurrence
- ✓ **Space:** describing a city, for example, from outskirts to center or a mural from left to right
- ✓ **Increasing complexity:** beginning with the simple or familiar and going on to the more complex or unfamiliar
- ✓ **Comparison and contrast:** beginning with a discussion of the features of two ideas and ending by drawing a conclusion about the two
- ✓ **Support:** beginning with a general statement and going on to support it with specific examples, details, and reasons
- ✓ **Climax:** beginning with a specific fact or situation and continuing with more facts about the subject, ending with the most exciting moment or result

A. Think about each of the following topics. Then choose the most appropriate method of development. Write the method on the line. If more than one method would work, list them both.

1. Arrangements for a Wedding _____
2. The Dinosaur Exhibit at the Natural History Museum _____
3. The Development of the Polio Vaccine _____
4. How a Frog Develops _____
5. Public School or Private School—Which Is Better for You? _____
6. Wind Instruments from Whistles to Bassoons _____
7. The Battle of Antietam _____
8. Our New Home _____
9. Why Study Foreign Languages? _____
10. American and French Films _____

11. Central Park at Dawn _____
12. Divorce Is Increasing _____
13. A Trip Through the Grand Canyon _____
14. The Discovery of King Tut's Tomb _____
15. Training a Dog _____

B. Write one topic that would best lend itself to each of the following methods of development.

1. **Time:** _____
2. **Space:** _____
3. **Increasing complexity:** _____
4. **Support:** _____
5. **Climax:** _____

C. Now choose one topic and develop it in two or three paragraphs.

[illegible]

A Memorable Experience

Think about a memorable experience you've had or heard about. Then follow these steps to write a description of it.

1. Prewriting: Choose a Point of View

FIRST-PERSON: Are you writing about an experience you had yourself? If so, you will be writing from the first-person point of view. That means you will use the pronouns *I, me, my, mine, and myself*.

THIRD-PERSON: Are you writing about an experience someone else told you about? If so, you are writing from the third-person point of view. You will refer to the main character—the one having the experience—with third-person pronouns such as *he* or *she*.



Briefly describe the memorable experience on the lines below:

2. Prewriting: Gathering Details

Before writing your first draft, gather details for your description. One good way to do this is to brainstorm. Close your eyes and relive the experience in your mind. Then jot down phrases to describe different phases of the experience. List adjectives and adverbs that would be appropriate in your description. Make word webs for each sense that was stimulated by the experience. For example, suppose you are describing an evening when a major league record was set at a ball game. A word web based on the sense of sight might look like this:



Make your own word web based on your memorable experience:

3. Prewriting: Organizing Information

Now, put your details in order. Would it be most effective to relate the experience in the sequence in which it happened? Or would a different method of organization work better? As an alternative, you might consider comparison and contrast or a general statement followed by supporting details.

Write your method of organization here: _____

4. Drafting

After deciding on a method of organization, you can begin a first draft of your description. As you write, follow these tips:

- Try to keep your memorable experience fresh in your mind. Imagine that you are there *right now*. What colorful or unusual details pop out at you?
- Get your ideas down on paper quickly. Don't worry about every little detail of mechanics. You can polish your work later.

- First, write a strong opening that captures your readers' attention.
- Then write the body of your paper, developing your description by using sensory details.
- If appropriate, add any dialogue that might have been spoken during the experience. This will give a liveliness to your description and help your reader imagine being there with you.
- Write an effective conclusion. You might summarize the event with an inspiring observation about the experience, or conclude with a statement about how it made you feel.

5. **Revising and Editing**

After noting areas that need improvement, revise your work. Ask yourself questions like these:

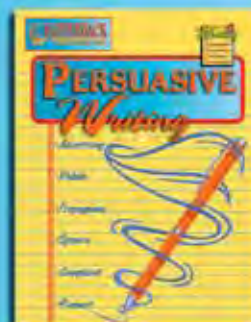
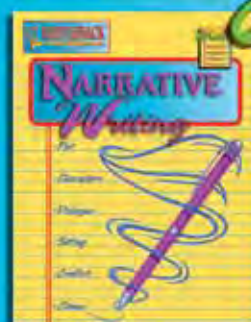
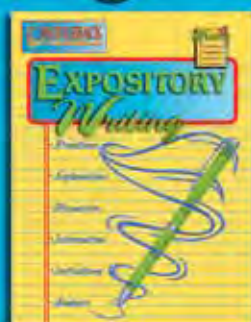
- Is it easy for the reader to imagine what the experience was like?
 - Does the style of the writing match the experience in mood?
 - Is the description well-organized?
 - Within paragraphs in the body, are all topic sentences clear and well-supported by details?
 - Can transitional words and phrases be added to improve the flow of the story?
6. Give your narrative to a peer and invite him or her to review it. Offer to do the same for your peer. By offering and accepting input, you improve your chances of writing an excellent description.
 7. Proofread your work. Make sure that your spelling, grammar, and mechanics are correct. These kinds of mistakes can be distracting to your reader.

8. **Make a final copy and publish it.**

You can publish your description in many ways. Here are some ideas:

- Read your paper orally.
- With a small group, act out the events you have described.
- Post a copy on a bulletin board in the classroom or an electronic bulletin board.
- Write an e-mail to your friends, attaching a copy of your description.

Writing⁴



A great worktext program from Saddleback!

Each of the four titles targets a specific reason for writing.

- ✓ Basic grammar and composition reviews featured in every book.
- ✓ "Real world" lesson themes add interest and relevance.

SAMPLE CONTENT

DESCRIPTIVE Writing

- book and movie reviews
- travelogue
- a character sketch
- fashions

EXPOSITORY Writing

- product warning label
- office communications
- first aid instructions
- answers to essay questions

NARRATIVE Writing

- a mystery story
- an historical event
- personal memoir
- a biography

PERSUASIVE Writing

- letter to the editor
- campaign speech
- product advertisements
- job application cover letter



SADDLEBACK
EDUCATIONAL PUBLISHING

Three Watson
Irvine, CA 92618-2767
Website: www.sdlback.com

Saddleback e-Book